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| <p style="text-align: center;">CHAPTER VI COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT 707 KAR 1:3330</p> |
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SECTION 1. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

A LEA shall have information filed with the Kentucky Department of Education to demonstrate that all personnel necessary to carry out the requirements in 707 KAR Chapter 1 are appropriately and adequately prepared. As part of this information, the LEA shall take steps to provide that all personnel who work with children with disabilities have the skills and knowledge necessary based on certification regulations contained in 704 KAR Chapter 20 to meet the needs of the children. This information shall include a description of how the LEA will:

- (1) provide general and special education personnel with the content knowledge and collaborative skills to continue to meet the needs of children with disabilities;
- (2) enhance the ability of teachers and others to use strategies, including behavioral interventions, to address the conduct of children with disabilities that impedes the learning of children with disabilities and others;
- (3) acquire and disseminate to teachers, administrators, school board members, and related services personnel, significant knowledge derived from educational research and other sources, and how the LEA will, if appropriate, adopt promising practices, materials, and technology;
- (4) recruit and retain qualified personnel, including personnel with disabilities and personnel from groups that are underrepresented in the fields of regular education, special education and related services;
- (5) ensure that the information is integrated, to the maximum extent possible, with other professional development plans and activities developed and carried out by the LEA; and
- (6) provide for the joint training of parents and special education, related services, and general education personnel.

Adequate Supply of Qualified Personnel

Qualified Personnel

The KLEA employs or contracts with qualified personnel, including leadership personnel, to provide specially designed instruction and related services, and ensures that all personnel necessary to implement the requirements of Part B of IDEA are appropriately and adequately prepared.

KLEA's policies and procedures for selection and employment of personnel are consistent with the State's requirements for certification, licensing, and registration which apply to any area in which an individual is providing specially designed instruction and related services.

The KLEA makes sure that personnel assigned as teachers of children with disabilities who are not certified in the area for which they are providing services, have probationary, one-year provisional, or emergency certification in that area.

Chapter VI

Comprehensive System of Personnel Development

Emergency and Probationary Certified Personnel

The KLEA makes sure that personnel who are not fully certified are currently enrolled in a program to complete certification requirements. By the end of April, the **Personnel Director or DoSE** notifies all emergency certified personnel (less than nine hours of special education coursework) and probationary certified personnel (nine or more hours of special education coursework, but not fully certified) of the requirements necessary for certification renewal. For any such personnel employed after April, the **Personnel Director or DoSE** informs them of the requirements necessary for certification renewal within two weeks of the individual's date of employment.

Each year the individual with an emergency or probationary certificate must comply with training requirements as determined by Kentucky Professional Standards Board.

In September, the **Personnel Director or DoSE** contacts all special education and related services emergency certified and probationary certified personnel to determine how they intend to fulfill the renewal requirements according to the directions provided by the Division of Exceptional Children Services (DECS).

Filling of Vacancies During the School Year

If qualified personnel, including leadership personnel, vacate a position during the school year, the KLEA fills the position with another qualified individual. Immediately upon notification that a special education or related services position is being, or will be, vacated, the DoSE, or other administrative personnel, follows KLEA policies and procedures for selection and employment of personnel for filling the position.

Recruitment and Retention

The KLEA takes steps to recruit and retain new or additional personnel, including minorities and persons with disabilities, by actively seeking to employ and retain qualified personnel to provide services for children with disabilities. (KRS 161.165 and KRS 161.167)

Recruitment of Staff

If additional special education and related services staff are required, then following KLEA policies and procedures for selection and employment of personnel and for the recruitment and employment of minorities (KRS 161.165), the DoSE notifies the KLEA Superintendent of the need for additional staff. The notification includes a description of the number and type(s) of personnel required.

In addition to other KLEA procedures for recruiting personnel, the **DoSE or Personnel Director** may utilize information from the Division of Exceptional Children Services (DECS) on available special education personnel, special education leadership personnel and related services personnel available for recruitment.

Retention of Staff

The following activities may be implemented to improve retention of staff:

- The DoSE meets with the newly hired person to provide assistance concerning KLEA practices and procedures.
- Assign a mentor special education teacher to every new special education teacher.
- Provide on-going orientation and job-embedded professional development opportunities.

Professional Development and Continuing Education

The KLEA provides professional development opportunities for all personnel employed to implement Part B of the Individuals with Disabilities Education Act (IDEA). These activities may include:

- a. continuing the education opportunities for regular, special education, and related services personnel involved in the identification, evaluation, and education of children with disabilities;
- b. providing general and special education personnel with the content knowledge and collaborative skills, including behavioral interventions, to continue to meet the needs of children with disabilities;
- c. notifying the special education and related services personnel and general education teachers of training and conference dates and other pertinent information related to continuing education opportunities.

These activities will be provided in conjunction with the district's Consolidated Plan.

In accordance with KRS 161.030, beginning teachers serve a one-year internship with supervision, assistance and assessment during that internship.

Joint Training of Parents and Special Education, Related Services and General Education Personnel

Parents of children with disabilities have the opportunity to serve on the school council where their child is enrolled, and thus have input into training needs and issues for their respective schools. Parents may receive notification through their respective schools regarding professional development activities available to all staff and parents. Additional training offerings are provided through organizations which may include parent teacher organizations and family resource centers.

In addition, the DoSE may convene a district-wide Parent Advisory Council, composed of parents throughout the district who wish to participate. This Parent Advisory Council suggests training topics that are needed by parents and sponsors a training activity at each meeting.

Dissemination of Significant Information and Adoption of Promising Practices

The KLEA:

- a. acquires information about research findings, demonstration projects, and products and programs proven successful in educating children with disabilities; and
- b. acquires and disseminates to teachers and administrators involved in the education of children with disabilities significant information derived from educational research, demonstrations, and similar projects; and
- c. adopts, where appropriate, promising educational practices, materials, and technology developed through such projects.

These activities are provided in conjunction with the Consolidated Planning process.

Prior to adopting new programs, practice, materials, or technology, the Professional Development Committee or school council may consider the following criteria:

- a. Does the new program, practice, material, or technology meet the educational needs of the child with disabilities in KLEA or in the building?
- b. Is there objective evidence that the practice has been demonstrated to be effective in achieving its claims?
- c. Is essential programmatic information available so that the practice can be replicated and implemented in KLEA or in the building?
- d. Is technical assistance available, if necessary, in order to train staff to implement the practice, program, material, or technology?

When new special education practices and products are initiated, the Professional Development Committee or school council:

- a. develops criteria for measuring effectiveness;
- b. trains personnel prior to initiating new programs or practices;
- c. maintains data to assess effectiveness; and
- d. uses the data for decisions about continuing the practice or use of the product.

CSPD RESOURCES

Relevant KY Statutes and Regulations:

704 KAR 3:035 Annual Professional Development Plan

KRS 156.095 Professional Development Programs

KRS 160.345 Required Adoption of School councils for School-Based Decision Making

KRS 161.030 Certification of Authority; Internships

KRS 161.095 Continuing Education for Teachers

KRS 161.134 Preparation for National Board Certification

KRS 161.165 Recruitment of Minority Teachers

KRS 161.167 Program to Encourage Persons to Enter KY Teaching Profession